



CROSSROADS MIDDLE

6949 St. Andrews Road
Columbia, SC 29212-1100

Grades	6 Middle School	
Enrollment	960 Students	
Principal	Jess Hutchinson	803-732-8300
Superintendent	Dr. Herbert Berg	803-476-8116
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	Good
2007	Good	Average
2006	Excellent	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

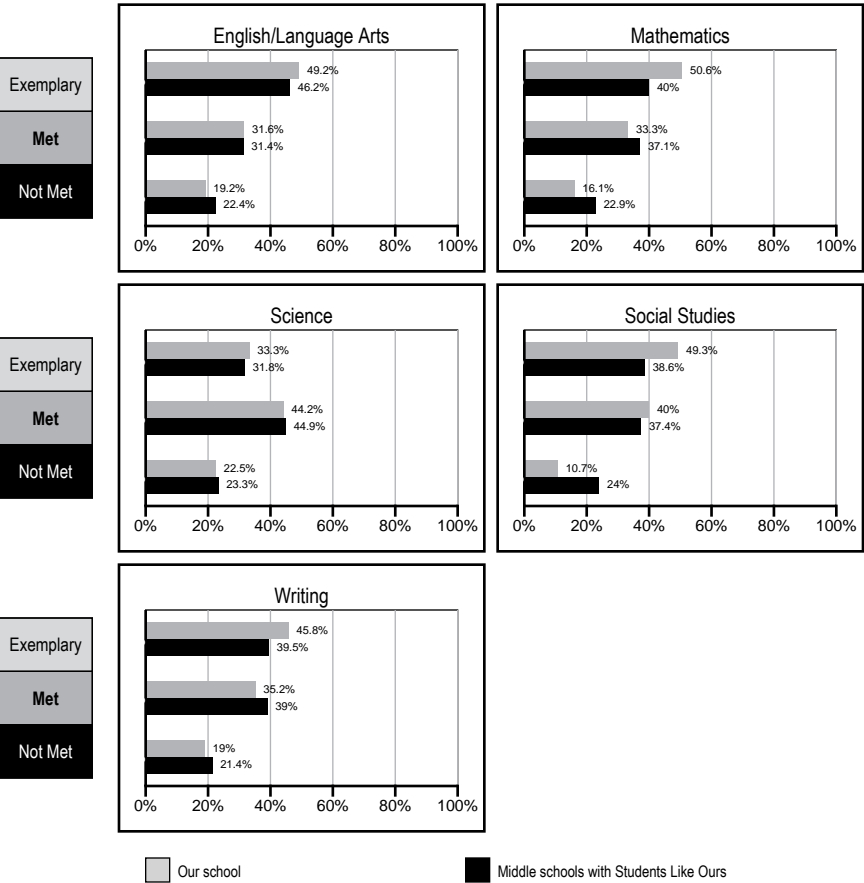
97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	15	4	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	98.4%
English 1	N/A	93.4%
Physical Science	N/A	73.8%
US History and the Constitution	N/A	100.0%
All Subjects	N/A	97.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=960)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	40.1%	24.2%
Retention rate	0.8%	Down from 1.5%	0.6%	0.7%
Attendance rate	96.6%	Down from 96.7%	96.6%	95.9%
Eligible for gifted and talented	28.1%	Down from 32.4%	24.5%	16.4%
With disabilities other than speech	9.0%	Up from 7.9%	9.8%	12.0%
Older than usual for grade	0.0%	Down from 0.5%	1.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	No Change	0.5%	0.5%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=65)				
Teachers with advanced degrees	72.3%	Up from 70.4%	58.5%	58.5%
Continuing contract teachers	98.5%	Up from 94.4%	83.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	2.6%	4.0%
Teachers returning from previous year	88.2%	Down from 89.6%	87.0%	84.6%
Teacher attendance rate	94.8%	Up from 91.1%	95.8%	95.4%
Average teacher salary*	\$54,692	Down 0.4%	\$48,583	\$46,561
Professional development days/teacher	13.3 days	Down from 13.6 days	8.6 days	10.2 days
School				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 17.8 to 1	22.3 to 1	21.1 to 1
Prime instructional time	90.7%	Up from 86.6%	92.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	98.4%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,210	Up 8.3%	\$7,097	\$7,802
Percent of expenditures for instruction**	62.4%	Down from 63.2%	66.4%	63.8%
Percent of expenditures for teacher salaries**	61.1%	Down from 61.7%	63.7%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The mission statement for CrossRoads Middle School describes our school as a place where “children are cherished and challenged” at a true crossroads in their lives. We take our mission statement to heart in everything that we do. It guides all our decisions and we work to be faithful to it in all our actions. CrossRoads considers itself and the community it serves to be a closely-knit family, working together to provide the best educational possibilities for all students. We believe it is important to recognize our diverse population and we work to create a friendly and welcoming atmosphere for everyone.

We are indeed proud of our accomplished students and staff members. In 2009-10, almost 400 students were initiated into the National Junior Beta Club. Weekly school and team newsletters, e-mail, and a frequently updated website kept our parents informed and connected to our school. Parent Portal, a web-based program, allowed parents to view their child’s attendance, and grades. One more teacher was designated National Board Certified Teacher, bringing the total number of teachers earning this certification at our school to 24. CrossRoads was a recipient of the Palmetto Gold Award, recognizing our students’ excellent performance on the 2009 spring administration of PASS. In addition, CRMS received the Palmetto Silver Closing the Achievement Gap Award. This award recognizes schools that make significant gains in performance levels of targeted student groups.

During the 2009-10 school year, CrossRoads Middle participated in the school renewal process and assisted School District Five of Richland & Lexington Counties in earning AdvancEd District Accreditation. Teachers, students, and parents came together to guide the process and assist in the creation of a revised strategic plan.

Last year, more than 800 students were involved in single gender classes for the four core content areas. This initiative has been very successful for our students. Teachers and parents report that students have been more focused, tried new challenges, and achieved better grades than in previous school years. Students report that they feel more confident in the core content classes. In a comparison of CrossRoads’ students to a national sample, MAP results indicate that students in single-gender classes at CrossRoads for the 2009-10 school year performed extraordinarily well, exceeding the performance of their counterparts in mixed-gender classes.

Our exceptionally well-qualified and dedicated teachers worked to provide students with an academic toolbox to prepare them for the secondary experience. Teachers aligned instruction with state standards through curriculum mapping and expanded its use of formative assessment to make informed instructional decisions. To address academic weaknesses, students participated in academic assistance twice weekly during the school day.

CrossRoads takes pride in its enthusiastic commitment to make sixth grade unforgettable for all of our students. We encourage your participation in the activities of our school and appreciate your continued support as we work to provide the best in educational opportunities.

Jess Hutchinson, Principal
Gail Jabber, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	72	838	393
Percent satisfied with learning environment	95.8%	83.3%	93.1%
Percent satisfied with social and physical environment	97.2%	82.6%	88.3%
Percent satisfied with school-home relations	91.5%	86.3%	78.4%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	961	100	19.2	31.6	49.2	86.6	90.5	83.5	Yes	Yes
Gender										
Male	478	100	22.7	30	47.2	83.9	87.7	80.1	N/A	N/A
Female	483	100	15.6	33.2	51.2	89.3	93.5	87	N/A	N/A
Racial/Ethnic Group										
White	510	100	8.8	26.8	64.4	94.4	94.8	89.6	Yes	Yes
African American	390	100	33.9	39	27.2	75.8	80.7	74.6	Yes	Yes
Asian/Pacific Islander	32	100	9.4	21.9	68.8	90.6	94.2	92.7	I/S	I/S
Hispanic	19	100	15.8	36.8	47.4	94.7	88.3	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	111	100	65.1	20.8	14.2	50	66.1	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	21.7	39.1	39.1	87	89.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	351	100	37	40.1	22.9	71.7	81.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	961	100	16.1	33.3	50.6	89.5	90.4	80.4	Yes	Yes
Gender										
Male	478	100	18.7	29.2	52.1	88.2	88.9	78.4	N/A	N/A
Female	483	100	13.5	37.5	49	90.8	91.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	510	100	7.4	27.6	65	95.2	94.8	87.8	Yes	Yes
African American	390	100	28.5	40.9	30.6	80.6	80.1	69.3	Yes	Yes
Asian/Pacific Islander	32	100	3.1	28.1	68.8	100	93.7	93.5	I/S	I/S
Hispanic	19	100	21.1	42.1	36.8	100	87.6	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	111	100	54.7	31.1	14.2	53.8	65	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	17.4	47.8	34.8	100	88	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	351	100	31.6	43.4	25	78.9	79.4	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	481	99.8	22.4	44.3	33.3	77.6	81.1	67.3
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Gender

Male	243	100	23.3	43.2	33.5	76.7	80.2	66.9
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Female	238	99.6	21.4	45.4	33.2	78.6	82	67.7
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Racial/Ethnic Group

White	260	99.6	10.6	43.1	46.3	89.4	88.8	79.6
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African American	183	100	40.7	44.8	14.5	59.3	63.8	49.7
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Asian/Pacific Islander	19	100	10.5	52.6	36.8	89.5	85.5	84.4
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Hispanic	13	100	30.8	46.2	23.1	69.2	68.3	59.4
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
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Disability Status

Disabled	56	100	59.3	37	3.7	40.7	52.9	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	11	100	26.7	60	13.3	73.3	71.9	58.6
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Socio-Economic Status

Subsidized meals	161	100	45.3	40	14.7	54.7	63.8	55.4
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Social Studies

All Students	480	100	10.7	40	49.3	89.3	84.4	70.9
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Gender

Male	235	100	15.7	33.9	50.4	84.3	83.4	70.1
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Female	245	100	5.9	46	48.1	94.1	85.4	71.7
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Racial/Ethnic Group

White	250	100	4.5	30.7	64.8	95.5	89.2	79.2
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African American	207	100	18.5	54	27.5	81.5	73.2	58.4
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Asian/Pacific Islander	13	100	7.7	15.4	76.9	92.3	88.5	86.8
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.2	68
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
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Disability Status

Disabled	55	100	32.7	48.1	19.2	67.3	58.9	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	81.6	68
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Socio-Economic Status

Subsidized meals	190	100	20.9	55.5	23.6	79.1	71.7	60.8
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Abbreviations for Missing Data

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N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	967	99.9	18.9	35.3	45.8	81.1	81	72.1	96.6	98.8
Gender										
Male	485	100	23.9	38.5	37.6	76.1	75.2	65.2	96.3	98.7
Female	482	99.8	13.9	32.1	54.1	86.1	86.9	79.2	96.9	98.8
Racial/Ethnic Group										
White	516	99.8	9.7	31.3	58.9	90.3	87.5	80.8	96.3	98.8
African American	390	100	32.2	41.8	26.1	67.8	66	59.7	96.8	98.7
Asian/Pacific Islander	32	100	3.1	25	71.9	96.9	88.8	87	97.5	99.3
Hispanic	19	100	26.3	31.6	42.1	73.7	74.5	64.6	96.8	99
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	94.7	99
Disability Status										
Disabled	114	100	61.5	33	5.5	38.5	39.4	27.7	95.6	98.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	26.1	39.1	34.8	73.9	75.6	63.7	97.3	99.2
Socio-Economic Status										
Subsidized meals	354	100	36.5	42.1	21.4	63.5	64.4	61.9	95.9	98.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	955	100	14.9	36.2	48.9	85.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	961	100	19.2	31.6	49.2	80.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	955	100	14.6	36.3	49.1	85.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	961	100	16.1	33.3	50.6	83.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	477	99.4	23.6	49.5	26.9	76.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	481	99.8	22.4	44.3	33.3	77.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	478	99.6	8.2	49.5	42.3	91.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	480	100	10.7	40	49.3	89.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	953	99.5	22	32.5	45.4	78
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	967	99.9	18.9	35.3	45.8	81.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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